DOCUMENT RESUME

ED 193 557 CG 014 718

AUTHOR Durio, Helen F.; Thomas, Linda
TITLE Student and Faculty Negativism in a Large University.
SPONS AGENCY EXXON Corp., New York, N.Y.
PUB DATE 80
NOTE 34p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Ontario, Canada, September 1-5, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Aptitude; Alienation; *College Faculty; *College Students; *Faculty College Relationship; Feedback; Higher Education; Interpersonal Relationship; *Negative Attitudes; *Student College Relationship; Student Responsibility; *Student Teacher Relationship; Universities

ABSTRACT

The documentation of feelings of negativism and detachment among students and faculty in large universities or their relation to aptitude, achievement, categoric-demographic variables, and course-instructor evaluation, is limited. The pervasiveness of negativism was investigated on three scaled dimensions--(1) negativism toward the university, (2) instructor acceptance of student feedback, and (3) student acceptance of educational responsibility--among 1,545 students and 67 faculty members in a university of 45,000 students. Results from multiple regression and discriminant analysis supported the pervasiveness of student negativism across academic disciplines, sex, and ethnic groups. There was an inverse relationship between students' negative attitudes toward accepting educational responsibility and both academic achievement and scholastic aptitude. Faculty negativism across all scales appeared more prevalent among lower ranking untenured professors. Students and faculty perceived each other more negatively than they each viewed themselves. The effect of class size was seen differently by students and faculty, in that students felt their feedback was less valued in larger classes (above 92), while instructors of larger classes (above 55) indicated more acceptance of student feedback than those in smaller classes. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED193557

STUDENT AND FACULTY NEGATIVISM IN A LARGE UNIVERSITY

Helen F. Durio, Ph.D.,

and

Linda Thomas

The University of Texas at Austin

Helen F. Durio
Measurement and Evaluation Center
The University of Texas at Austin
Austin, Texas 78712

Or:
2405 Deer Pass
Austin, Texas 78746

Linda Thomas
Measurement and Evaluation Center
The University of Texas at Austin
Austin, Texas 78712

CG 014718

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Helen F. Durio

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STUDENT AND FACULTY NEGATIVISM IN A LARGE UNIVERSITY[1]

Helen F. Durio, Ph.D., and Linda Thomas

Feelings of negativism and detachment among students and faculty in large universities have been recognized in casual conversation so frequently as to be part of accepted folklore. Student alienation in terms of political efficacy and participation in organizations has been studied extensively in political science, sociology, and social psychology. Conversely, student satisfaction (with their major and mentors) has been found useful as an indicator of departmental quality at the university level (Braskamp, Wise, & Hengstler, 1979). Little attempt, however, has been made to document empirically the pervasiveness of general negativism, or to relate it to categoric-demographic variables and course-instructor evaluation in large universities.

Is student negativism as pervasive in the sciences as in the humanities in large schools? Is it found in one sex more than another? Among minority students more than Anglo students? Do students with less academic aptitude and lower grade-point averages manifest more negativism than students with higher aptitude and achievement? Is negativism among faculty related to student evaluations of them? Is negativism more evident in large classes than in small classes? What are the components of academic negativism?

This last question was explored by Long in 1973 (1977) in a survey of 460 students at Southern Illinois University-Carbondale. Five dimensions of academic alienation were investigated in regard to the university: a) cynicism, b) powerlessness, c) purposelessness of university procedures, d) negative affect toward administrators, and e) negative evaluation of administrative competency. Long found these five components to be intercorrelated and concluded that academic alienation is a function of negative student perception of the university system; especially in regard to the administration. (Items were not included that addressed students' attitudes toward faculty members, however.)

---

[1]This study was supported by a grant from the Exxon Corporation.

Long found that categoric-demographic variables of sex, ethnicity, GPA, major, and participation in extracurricular activities did not exert significant influence on academic alienation, but that reflections of liberal political beliefs were related to greater student negativism. Thus, Long theorized that students were viewing the university as a political system, and finding it unsatisfactory.

While Long's political thesis may be valid, some important components of student negativism were missing from the analyses. It would seem reasonable to assume that the perceptions students hold concerning the willingness of their instructors to consider student evaluation and opinion are as important factors in student negativism as student views of the administration. In addition, student perception of their own willingness to undertake educational responsibility is also likely to be involved; high student self-responsibility might be inversely related to feelings of detachment from and dissatisfaction with the school. The question of faculty negativism in a large university also invites study.

The purpose of this study was to investigate the pervasiveness of student and faculty negativism in a large university using more dimensions for considering negativism than Long used in his study. The research is being done in three phases: 1) development of separate student and faculty negativism scales; 2) prediction of student negativism from categoric-demographic data, and prediction of faculty negativism from categoric-demographic data and student evaluations; and 3) the impact of negativism on course-instructor ratings. This paper reports on the first two phases only.

Methodology

Sample: The data reported here consists of information gathered from 1,545 undergraduate students at The University of Texas at Austin across varied disciplines in the spring and fall semesters of 1979. Faculty members were 67 in number and represented all colleges at the University. For purposes of analysis, disciplines were dichotomized into the sciences and the humanities.

Procedures: Attitude items reflecting negative feelings were developed by staff members of the Measurement and Evaluation Center, U.T. Austin. A Likert type six-point-scale (strongly disagree to strongly agree) format was used for the measure. After administration to the students, the response items were subjected to factor analysis followed by varimax rotation. Three factors emerged, accounting for 53 % of the total variance. The three factors were interpreted as the following dimensions of student negativism: 1) student negativism toward the University and administration, 2) student negativism toward faculty willingness to consider student opinion and evaluation, and 3) student non-responsibility toward their own education. Items that had loadings less than .40 on all three of the factors were deleted. The internal consistency reliabilities (Cronbach's coefficient alpha) of the three subscales were .70, .69, and .56, respectively.

A questionnaire for faculty was developed also, centering upon the same dimensions as in the student negativism scale, but with some differences in perspective. Scale I for faculty centered upon items reflecting faculty negativism toward the University and administration. Scale II reflected faculty negativism toward accepting student feedback, and Scale III was faculty negative perception of student willingness to accept educational responsibility. Thus Scales II and III for faculty and students reflected their perception of each other, and/or of themselves. The internal consistency reliabilities for the three faculty scales were .54, .46, and .59.

Table 1 provides examples of scale items. Scales were administered to both faculty and students during the first week of school and demographic data were obtained from University records with subjects' permission. Faculty data included class size, humanities vs. sciences; sex, academic rank, and mean course-instructor ratings from students. These evaluation ratings were on a five point scale (-2.0 to +2.0) and reflected comparisons of the course to "all other courses" and the instructor to "all other instructors" at the University. The ratings were obtained from both the instructor's previous semester and the present semester (same course) classes.

Student data consisted of Scholastic Aptitude Test (SAT) scores (both verbal and quantitative), current grade-point average, enrollment in sciences vs. humanities, Anglo vs. non-Anglo, class size, year in school, and sex.

Data Analysis: Correlational procedures, forward stepwise regression procedures, and multiple discriminant analysis statistical techniques were applied to the data. Dummy variables were used in equations for nominal data such as academic rank.

Results

The intercorrelation matrices for instructor data (Table 2) and student data (Table 3) resulted in only a few strong relationships, although numerous correlations were statistically significant due to the large sample. This was especially true for the student data.

The intercorrelations for faculty (Table 2) reveal inverse relationships between negativism and course-instructor evaluations, as well as academic rank.

Table 3 indicates that levels of student negativism toward the University (Scale I) and student perception of instructor unwillingness to accept feedback from students (Scale II) differed significantly across academic disciplines (sciences > humanities), sex (men >women), and years in school (upper > lower), but neither scale related to academic achievement or academic aptitude. The third scale, student educational non-responsibility, was inversely related to academic achievement (GPA) and the Scholastic Aptitude Tests (SAT-V and SAT-M), and underclassmen scored higher on it than did upperclassmen. None of the three scales was related significantly to ethnicity. Class size was related only to negativism in terms of acceptance of feedback (Scale II); students in larger classes were somewhat more negative about instructors' willingness to accept their opinions, yet faculty in larger classes were less negative about receiving feedback than faculty in smaller classes. In comparing faculty and student negativism, it was found that students and teachers see each other more negatively than they see themselves (see Figure 1). Faculty negativism on all three scales was more related to lower academic rank (untenured position) than higher rank, and lower, rather than higher, course-instructor evaluations from students.

Multiple regression equations and summary statistics for faculty and student scales are shown in Tables 4 through 9. Only those predictors entering the equations that substantially increased multiple correlation coefficients are listed in the tables. Equations are provided at the bottom of each table, if they were significant at the .05 level or better. Adjusted squared multiple correlation indices as indicators of shrinkage in cross validation and standard errors of estimate are provided, along with variable codes.

Tables 4 and 5 provide the regression equation summary statistics, respectively, for faculty and students on Scale I (negativism toward the University). Table 4 (faculty) indicates that only the predictor of student ratings of the instructor emerges as significant, with a multiple correlation coefficient (R) of .299, accounting for about 9% of the variance. When all predictors were used, R was increased to .423, and R^2 to .179.

Table 5 (students) reveals that four predictors emerged as significant: a) discipline (students from the sciences were more negative toward the University than were students from the humanities); b) year (upperclassmen were more negative than underclassmen); c) grade-point average (students with higher GPA's were less negative than those with lower GPA's); and d) sex (men were more negative than women). Nevertheless, the multiple correlation coefficient (R) was only .198, accounting for only 4% of the variance in negativism toward the University.

Tables 6 and 7 provide the regression equation summary statistics for faculty and students, respectively, for Scale II (negativism toward instructor acceptance of feedback from students). Table 6 (faculty) indicates that no variables were able to predict faculty negativism toward accepting student feedback at a .05 probability level or better. Two predictors emerged, in using a .10 level of confidence; class size (interestingly, professors in large classes were less negative than those in small classes), and instructor evaluation from students with an inverse relationship to faculty negativism. The multiple correlation coefficient (R) was .313 for these two predictors, explaining less than 10% of the variance in faculty attitude toward student feedback.

Table 7 (students) reveals three predictors emerging as important in negativism toward instructor acceptance of feedback: sex (men > women); class (upperclassmen > underclassmen); and class size (large > small). The multiple correlation (R) was .219 and accounted for less than 5% of the variance in the negative perception students held toward the willingness of instructors to accept feedback from students.

Tables 8 and 9 provide summary statistics for the regression equations for Scale III (negativism toward student acceptance of educational responsibility). Table 8 (faculty) shows that as with Scale II, no predictors emerged as significant at the .05 level or better. Course evaluation (from students) was significant at the .067 level, however, ($R = .225$; $R^2 = .050$). By using all predictors, the multiple correlation coefficient (R) could be increased to .356, and $R^2 = .126$.

Table 9 (students) indicates that the Scholastic Aptitude Test, verbal score, (low > high); grade-point average (low > high); year (underclassmen > upperclassmen); and discipline (sciences > humanities) were the four most significant predictors of student negativism toward accepting student responsibility (Scale III). The multiple correlation coefficient (R) was .247, which accounted for only 6% of the variance on Scale III.

Multiple discriminant analyses were conducted on both faculty and student data to select univariate predictors distinguishing high and low negativism group membership. Only scores from upper and lower quartiles on each scale for both faculty and students were used as the criterion variables for group membership. While tables are not provided, a summary of results from these analyses follows:

The only significant predictor of high faculty negativism on Scale I (toward the University; N = 32) was the condition of being below the general mean on course and instructor evaluations from students ($p < .05$); on Scale II (N = 26; unwillingness to accept student feedback), teaching in smaller classes of less than 55 students, ($p < .01$); and on Scale III (N = 36; negative view of student willingness to accept educational responsibility), below the mean on course and instructor evaluations ($p < .01$, $p < .05$, respectively). The

Wilk's Lambda statistics for these univariate predictors ranged from .683 to .864. Canonical correlation indices (using all predictors in an equation to separate high and low quartiles) were .637, .623, and .549 for Scales I, II, and III, respectively. Placement "hits" ranged between 60% and 90%.

The significant univariate predictors of student membership in the high negativism group (as opposed to low negativism) on Scale I (N = 769; toward the University) were: a) more years in school (junior/senior status), b) majoring in sciences as opposed to humanities, c) male as opposed to female, d) membership in a class of not less than 92 students ($p < .01$), e) non-Anglo as opposed to Anglo ethnicity, and f) with below the general mean GPA (2.81) ($p < .05$). Scale II univariate predictors (N = 769) of highly negative views of instructors' willingness to accept student feedback were again upperclassmen status, in sciences, male ($p < .01$); non-Anglo ethnicity and, interestingly, above the general mean score of 540 on the Scholastic Aptitude Test, Mathematical score ($p < .05$). Scale III (N = 843; high negativism toward assuming educational responsibility) predictors were underclassmen status, non-Anglo ethnicity, below the general means on the Scholastic Aptitude Test (Verbal, 486; Mathematical, 540), and below mean GPA (2.81), at the .01 level of significance. Males were more negative about assuming responsibility than females at the .05 level.

The Wilk's Lambda indices for these univariate predictors were all in the .90's, however, suggesting that significance levels were due mainly to the large sample sizes. When all predictors were used in equations to predict high and low negativism group membership, the canonical correlations were .258, .295, and .311 for Scale I, II, and III, respectively. Placement "hits" ranged between 60% and 70%.

Conclusion

The results from this study suggest that student and faculty negativism is likely to be found across demographic categories in large university settings. As with the results from Long's study (1977) of student negativism, the components of student and faculty negativism scales were intercorrelated; ranging from .28 to .49. Multiple regression procedures revealed that somewhat different categoric-demographic predictors emerged as significant in the prediction equations for each of the three scaled criterion scores for both students and professors. The amount of variance (R^2) being accounted for across equations, however, was low in all equations. It is apparent that negativism is a complex attitudinal perspective.

Student negativism toward accepting educational responsibility seems to be less visible in more academically able upperclassmen, but it is probably not related strongly to other categoric-demographic variables. This suggests that negativism toward accepting educational responsibility in students may appear in many types of students. The other two student scales (student negativism toward the University and toward instructors' willingness to accept feedback) saw more negative attitudes among male upperclassmen. Larger class size also was related to student negativism toward instructors' willingness to accept student feedback, and students with lower GPA's were more negative toward the University than students with higher GPA's. Faculty negativism appeared to be associated with lower academic rank and lower course-instructor evaluations across the three scales. Class size was associated with the faculty acceptance of student feedback views differently than size was associated with student views. Faculty in larger, rather than smaller, classes indicated more willingness to accept student feedback, despite students in larger classes feeling that their opinions would be less accepted by faculty than did students in smaller classes. Perhaps this paradox reflects stereotypical views of class size by students and faculty. Faculty in large classes may be better able to rationalize negative feedback from students in that large classes could become a scapegoat, with less need to take criticism personally. Class size was not related in any way to the other two negativism scales.

Students and professors were rather negative toward one another, and students were more negative toward the University and administration than faculty were on these dimensions. Despite significant predictors emerging, a pragmatic view of the squared multiple correlation indices (R^2) in the prediction equations indicates that demographic variables are not important in predicting the dimensions of negativism considered in this paper. Nevertheless, a range of positive to negative attitudes was found among faculty and students.

Two lines of research or questions appear to have some value in the continued investigation of student and faculty negativism: a) is negativism more prevalent in large universities relative to small universities? and b) does (student and faculty) negativism affect how students rate courses and instructors? The first question is of interest in terms of the often expressed feeling that there should be more personalization of educational procedures for students in large universities to offset the system's impersonality. It may be that the basic assumption of greater student and faculty negativism in large universities as opposed to small schools is in error. Perhaps, comparative studies can be done to illuminate the effect of school size directly on negativism. The second question of whether negativism affects evaluation in some consistent direction is being addressed in a followup study by the authors. Since a relationship between faculty negativism and lower evaluations received from students was found in this study, continuing research is being done to consider the effects of both faculty and student negativism on student evaluation in one design and an analytical model.

REFERENCES

Braskamp, L.A., Wise, S.L., & Hengstler, D.D. Student satisfaction as a measure of departmental quality. Journal of Educational Psychology, 71, 1979, 494-498.

Long, S. Dimensions of student academic alienation. Educational Administration Quarterly, 13, 1977, 16-30.

Table 1

Examples and Distributions on Instructor and Student Negativism Scale Items

Percentage Distributions for Instructors and Students for Selected Items on Perception of Impersonality and Alienation Scale*

Item from Instructor Scale: Good instructors maintain a distance between themselves and their students.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
22%	21%	15%	29%	6%	7%	2.99	1.82

Item from Student Scale: Instructors and students seldom know one another any better at the end of the semester than they do at the beginning.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
10%	17%	20%	21%	21%	12%	3.59	1.55

*1 = Low Negativism
6 = High Negativism

Table 1 is continued on the next page.

Table 1 (cont.)

Percentage Distributions for Instructors and Students for Selected Items on Perception of Impersonality and Alienation Scale*

Item from Instructor Scale: The administration of this University is generally concerned about the needs of instructors. (Reversed weighting)

Percentages						Mean	S.D.
6	5	4	3	2	1		
DS	DM	D	A	AM	AS		
27%	27%	12%	14%	14%	5%	4.25	1.57

Item from Student Scale: This University cares more about administrative procedures than student needs.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
5%	6%	17%	35%	21%	17%	4.11	1.38

*1 = Low Negativism
6 = High Negativism

Table 1 is continued on the next page.

Table 1 (cont.)

Percentage Distributions for Instructors and Students for Selected Items on Perception of Level of Acceptance of Student Feedback Scale*

Item from Instructor Scale: I use feedback from student evaluations to refine my teaching from year to year. (Reversed weighting)

Percentages						Mean	S.D.
6	5	4	3	2	1		
DS	DM	D	A	AM	AS		
0%	1%	0%	19%	33%	46%	1.76	1.94

Item from Student Scale: I feel that instructors consider student feedback in changing their courses from year to year. (Reversed weighting)

Percentages						Mean	S.D.
6	5	4	3	2	1		
DS	DM	D	A	AM	AS		
7%	7%	23%	42%	16%	4%	3.10	1.23

*1 = Low Negativism
6 = High Negativism

Table 1 is continued on the next page.

Table 1 (cont.)

Percentage Distributions for Instructors and Students for Selected Items on Perception of Level of Acceptance of Student Feedback by Instructors Scale*

Item from Instructor Scale: Being evaluated by students makes me feel rather intimidated.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
51%	11%	5%	22%	10%	2%	2.36	1.59

Item from Student Scale: Most instructors are not intimidated by student evaluations. (Reversed weighting)

Percentages						Mean	S.D.
6	5	4	3	2	1		
DS	DM	D	A	AM	AS		
12%	12%	25%	33%	15%	3%	3.35	1.39

*1 = Low Negativism
6 = High Negativism

Table 1 is continued on the next page.

Table 1 (cont.)

Percentage Distributions for Instructors and Students for Selected Items on Perception of Level of Acceptance of Student Feedback by Instructors Scale*

Item from Instructor Scale: If enough students comment on some aspect of my teaching which they consider negative, I will do all I can to change it. (Reversed weighting)

Percentages						Mean	S.D.
6	5	4	3	2	1		
DS	DM	D	A	AM	AS		
0%	0%	1%	11%	19%	69%	1.45	.77

Item from Student Scale: Instructors tend to ignore negative feedback from students.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
9%	11%	31%	26%	15%	7%	3.45	1.42

*1 = Low Negativism
6 = High Negativism

Table 1 is continued on the next page.

Table 1 (cont.)

Percentage Distributions for Instructors and Students for Selected Items on Perception of Level of Student Responsibility Toward Own Education Scale*

Item from Instructor Scale: Students generally do not take enough responsibility for their own education.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
2%	7%	12%	31%	21%	26%	4.40	1.37

Item from Student Scale: Students do not take enough responsibility for their own education.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
9%	8%	14%	29%	22%	18%	2.77	1.48

*1 = Low Negativism
6 = High Negativism

Table 1 is continued on the next page.

Table 1 (cont.)

Percentage Distributions for Instructors and Students for Selected Items on Perception of Level of Student Responsibility Toward Own Education Scale*

Item from Instructor Scale: Instructors must be showmen if they are to maintain student attention in class.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
2%	12%	13%	40%	21%	11%	3.99	1.21

Item from Student Scale: It is the instructor's responsibility to motivate students to achieve.

Percentages						Mean	S.D.
1	2	3	4	5	6		
DS	DM	D	A	AM	AS		
9%	8%	17%	30%	22%	15%	3.91	1.50

*1 = Low Negativism
6 = High Negativism

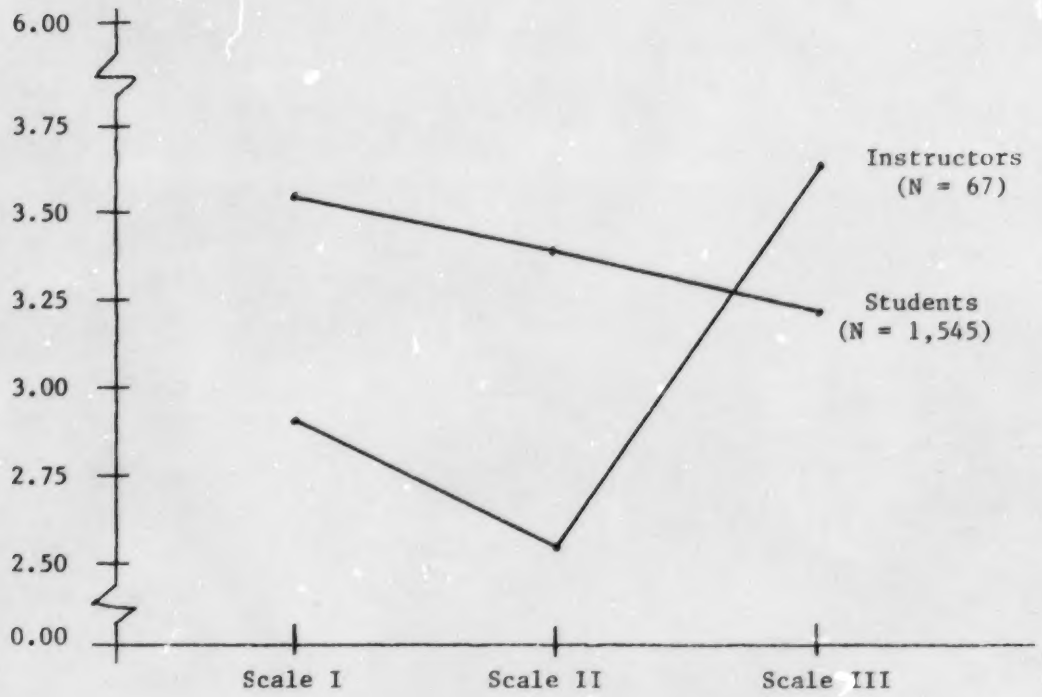

Figure 1. Comparison of Student and Faculty Mean Negativism Scale Scores*

Negativism Scale, Means and Standard Deviation*

	Students (1,545)		Faculty (67)	
	Mean	Standard Deviation	Mean	Standard Deviation
Perception of Impersonality and Alienation in the University (Scale I)	3.55	.72	2.90	.59
Perception of Level of Acceptance of Student Feedback by Instructors in the University (Scale II)	3.40	.65	2.55	.50
Perception of Level of Student Responsibility Toward Own Education (Scale III)	3.23	.57	3.64	.69

*1 = low negativism;
6 = high negativism

Table 2

Intercorrelation Matrix for Faculty
(N = 67)

Scale II	.363							
Scale III	.430	.397						
Course Evaluation	-.263	-.198	-.210					
Instructor Evaluation	-.311	-.218	-.202	.799				
Class Size	.152	-.152	.050	.019	-.028			
Sex	-.088	-.174	-.149	.075	.026	.181		
Rank	-.266	-.206	-.244	.147	.206	-.035	-.169	
Discipline	-.083	.125	.032	.003	-.012	-.115	.119	-.115
	Scale I	Scale II	Scale III	Course Evaluation	Instructor Evaluation	Class Size	Sex	Rank

$r = .233$ $p \leq .05$; $r = .302$ $p \leq .01$;

Negativism Scales (low = 1; high = 6);
Sex (m = 1; f = 2);
Discipline (Sciences = 1; Humanities = 2)

Table 3

Intercorrelation Matrix for Students
(N = 1,545)

Scale II	.479									
Scale III	.294	.282								
Year in School	.097	.150	-.084							
Discipline	-.141	-.088	-.068	.031						
Sex	-.102	-.156	-.001	-.109	.218					
SAT-V	-.046	.003	-.219	.098	.052	-.048				
SAT-M	.014	.057	-.113	.116	-.214	-.300	.501			
Ethnicity	.051	.020	.053	-.109	-.083	-.022	-.242	-.204		
GPA	-.069	-.000	-.165	.150	.067	.047	.385	.394	-.132	
Class Size	.058	.091	.004	.040	-.334	-.085	.018	.115	.026	.042
	Scale I	Scale II	Scale III	Year in School	Discipline	Sex	SAT-V	SAT-M	Ethnicity	GPA

$r = .062$ $p \leq .05$; $r = .081$ $p \leq .01$;

Negativism (low = 1; high = 6);
Year in School (1, 2, 3, 4);
Discipline (Sciences = 1; Humanities = 2);
Sex (m = 0; f = 1);
Ethnicity (Anglo = 0; Non-Anglo = 1)

Table 4

Summary Statistics for the Criterion of Faculty Negativism Toward the University (Scale I)

Y (Criterion Variable to be Predicted):

Predictor Variable	r Correlation Coefficient (One predictor variable only)	R Multiple Correlation Coefficient (Set of predictor variables)	R^2 Square of Multiple Correlation Coefficient	R^2 Change Increase with addition of next predictor variable	F-Ratio To test significance of increase in R	p Statistical Significance of Increase (Level of Confidence)
Instructor Evaluations*	-.29936	.29936	.08962	.08962	6.39843	.014
Rank**	.22029	.35385	.12521	.03559	2.60390	.112
Class Size	.16509	.38447	.14782	.02261	1.67167	.201
Sex***	.06932	.41465	.17193	.02411	1.80544	.184
Discipline****	-.11319	.42083	.17710	.00517	.38298	.538
Course Evaluations*	-.27308	.42336	.17924	.00214	.15615	.694

*Evaluations (-2.0 to +2.0 Scale);
**Rank (Assistant, Associate, Full, 0 or 1);
***Sex (m = 0; f = 1);
****Discipline (0 = Sciences; 1 = Humanities;

Scale I = -.32 Instructor Evaluation (-2.0 to +2.0 rating scale) +3.08
SE_{Est} = .57; Adjusted R^2 = .075

Table 5

Summary Statistics for the Criterion of Student Negativism Toward the University (Scale I)

Y (Criterion Variable to be Predicted):

Predictor Variable	r Correlation Coefficient (One predictor variable only)	R Multiple Correlation Coefficient (Set of predictor variables)	R^2 Square of Multiple Correlation Coefficient	R^2 Change Increase with addition of next predictor variable	F-Ratio To test significance of increase in R	p Statistical Significance of Increase (Level of Confidence)
Discipline*	-.14141	.14141	.02000	.02000	31.48327	.000
Year in School**	.09725	.17418	.03034	.01034	16.44874	.000
GPA	-.06940	.19003	.03611	.00577	9.22865	.002
Sex***	-.10262	.19857	.03947	.00336	5.38266	.021
Ethnicity****	.05120	.20299	.04121	.00174	2.78922	.095
SAT-V	-.04686	.20389	.04157	.00036	.58214	.446
Class Size	.05803	.20412	.04167	.00010	.15362	.695

*Discipline (Sciences = 0; Humanities = 1);
**Year (1, 2, 3, 4);
***Sex (m = 0; f = 1);
****Ethnicity (Anglo = 0; Non-Anglo = 1);

Scale I = .20 Discipline (Sciences = 0, Humanities = 1) + .06 Year (1, 2, 3, 4) + -.08 Sex (m = 0, f = 1) + 3.72.

SE_{Est} = .71; Adjusted R^2 = .036

Table 6

Summary Statistics for the Criterion of Faculty Negativism Toward Accepting Student Feedback (Scale II)

Y (Criterion Variable to be Predicted):

Predictor Variable	r Correlation Coefficient (One predictor variable only)	R Multiple Correlation Coefficient (Set of predictor variables)	R^2 Square of Multiple Correlation Coefficient	R^2 Change Increase with addition of next predictor variable	F-Ratio To test significance of increase in R	p Statistical Significance of Increase (Level of Confidence)
Class Size	-.22440	.22440	.05036	.05036	3.44666	.068
Instructor Evaluations*	-.20888	.31363	.09836	.04801	3.40765	.070
Sex**	.17149	.34022	.11575	.01739	1.23895	.270
Rank*** (Assistant)	.14878	.37876	.14346	.02771	2.00559	.162
Discipline****	.17491	.39757	.15806	.01460	1.05811	.308

*Evaluations (-2.0 to +2.0 Scale);
**Sex (m = 0; f = 1);
***Rank (Assistant, Associate, or Full, 0 or 1);
****Discipline (Sciences = 0; Humanities = 1)

No Prediction Equation emerged at .05 level or better for Scale II.

Table 7

Summary Statistics for the Criterion of Student Negativism Toward Instructors' Willingness to Accept Student Feedback (Scale II)

Y (Criterion Variable to be Predicted):

Predictor Variable	r Correlation Coefficient (One predictor variable only)	R Multiple Correlation Coefficient (Set of predictor variables)	R^2 Square of Multiple Correlation Coefficient	R^2 Change Increase with addition of next predictor variable	F-Ratio To test significance of increase in R	p Statistical Significance of Increase (Level of Confidence)
Sex*	-.15650	.15650	.02449	.02449	38.73813	.000
Year in School**	.15093	.20639	.04260	.01810	29.15984	.000
Class Size	.09184	.21940	.04814	.00554	8.97266	.003
Discipline***	-.08823	.22322	.04983	.00169	2.73617	.098
Ethnicity****	.02069	.22493	.05059	.00077	1.24323	.265
GPA	-.00069	.22525	.05074	.00014	.23023	.631
SAT-V	.00377	.22529	.05075	.00002	.03132	.860

*Sex (m = 0; f = 1);
**Year (1, 2, 3, 4);
***Discipline (Sciences = 0, Humanities = 1);
****Ethnicity (Anglo = 0; Non-Anglo = 1)

Scale II = Sex (m = 0, f = 1) +.07 Year (1, 2, 3, 4) + .0008 Class Size + 3.24;
SE_{Est} = .64; Adjusted R^2 = .046

Table 8

Summary Statistics for Criterion of Faculty Negativism Toward Students' Willingness to Accept Educational Responsibility (Scale III)

Y (Criterion Variable to be Predicted):

Predictor Variable	r Correlation Coefficient (One predictor variable only)	R Multiple Correlation Coefficient (Set of predictor variables)	R^2 Square of Multiple Correlation Coefficient	R^2 Change Increase with addition of next predictor variable	F-Ratio To test significance of increase in R	p Statistical Significance of Increase (Level of Confidence)
Course Evaluations	-.22525	.22525	.05074	.05074	3.47431	.067
Rank (Assistant)*	.21288	.29144	.08494	.03420	2.39195	.127
Sex**	.14332	.34764	.12086	.03592	2.57384	.114
Class Size	.01814	.35228	.12410	.00324	.22951	.634
Discipline***	.02755	.35498	.12599	.00190	.13232	.717
Instructor Evaluations	-.19284	.35604	.12676	.00077	.05283	.819

*Rank (Assistant, Associate, Full, 0 or 1);
**Sex (m = 0, f = 1);
***Discipline (Sciences = 0, Humanities = 1)

No Prediction Equation emerged at .05 level or better for Scale III.

Table 9

Summary Statistics for Criterion of Student Negativism Toward Accepting Educational Responsibility (Scale III)

Y (Criterion Variable to be Predicted):

Predictor Variable	r Correlation Coefficient (One predictor variable only)	R Multiple Correlation Coefficient (Set of predictor variables)	R^2 Square of Multiple Correlation Coefficient	R^2 Change Increase with addition of next predictor variable	F-Ratio To test significance of increase in R	p Statistical Significance of Increase (Level of Confidence)
SAT-V	-.21944	.21944	.04815	.04815	78.05707	.000
GPA	-.16595	.23651	.05594	.00779	12.71760	.000
Year in School*	-.08401	.24222	.05867	.00273	4.47095	.035
Discipline**	-.06818	.24757	.06129	.00262	4.30220	.038
Ethnicity***	.05319	.24785	.06143	.00014	.22890	.632
SAT-M	-.11356	.24790	.06145	.00002	.03899	.844
Class Size	.00458	.24793	.06147	.00001	.02112	.884

*Year (1, 2, 3, 4);
**Discipline (Sciences = 0, Humanities = 1);
***Ethnicity (Anglo = 0, Non-Anglo = 1)

Scale III = -.001 SAT-V + -.075 GPA (4 pt. scale) + -.02 Year (1, 2, 3, 4) + -.06 Discipline (Sciences = 0, Humanities = 1);

SE_{Est} = .56; Adjusted R^2 = .058